**Gardner-Webb University**

**School of Education**

**Syllabus**

1. **COURSE NUMBER AND TITLE:**

**MELS 603 – Resource Management for 21st Century Executive Leaders (6 credits)**

**II. INSTRUCTOR**

Name:

Email:

Telephone:

Office Hours: phone by arrangement

***Students should contact their instructor for any questions regarding this course.***

**CONTENT AREA FACULTY (Responsible for Syllabus):**

**NOTE:** *To ensure program consistency, all sections of each course in the GWU School of Education, regardless of delivery format, follow the same course requirements as listed in this syllabus that is provided by the Program Coordinator. Instructors may modify readings, topics, or assignments in consultation with the content area faculty listed above.*

**III. COURSE DESCRIPTION**

**A. Course Description**

This course is designed to provide an understanding of the legal and financial guidelines which pertain to employees in the school setting and the issues and situations which confront them in the execution of their assigned and implied duties. The texts will serve as the primary resources for this course, but students will also have the opportunity to research related cases, case studies and legal and financial documents and materials to further their support and the development of their expertise. Current and past legal and financial issues at the state, local and national levels will be utilized to make the course both relevant and understandable. Theory and application will be blended in a manner which is intended to make the course beneficial and applicable in the individual setting.

**B. Course Rationale:**

Today’s executive leaders in the field of Education need to understand the many forces that impact their profession and American public schools. The world is changing rapidly and the need for dynamic and expert leadership to meet the needs of a 21st century society and its educational system is an ever pressing challenge to all those involved in education. There are a multitude of opportunities for educators explore and be open to new thinking about their

schools and how their educational programs are managed and organized. This study presents both historical and current best practices in the field so that the student has a solid foundation in School Law and Finance relative to 21st Century building level executive leadership.

**IV. COURSE OBJECTIVES:**

Upon successful completion of this course, and through a combination of text readings, journal articles, lectures, class discussions, independent research, students should be able to achieve the following objectives:

1. Be able to interpret the General Statutes of North Carolina pertaining to school law.
2. Be able to analyze and apply school district policies and operating procedures.
3. Be able to demonstrate skills in legal research.
4. Be able to recall and summarize landmark cases which have impacted education.
5. Exhibit a legal awareness/understanding of case law relative to current educational issues.
6. Understand the legal guidelines for the expenditure of funds.
7. Develop instruments that evaluate funding success in providing equity and adequacy for student/staff needs.
8. Demonstrate a knowledge base of tools necessary to carry out school site financial operations and resource management.
9. Identify key elements of resource management and support their importance to management.
10. Understand and develop the proper procedures and processes for developing local school budgets.

**V. REQUIRED MATERIALS**

**Course Texts:**

1. *Resource Management for the 21st Century Executive Leaders*, (Vol. 1) by Cambron-McCabe, Nelda, H., Pearson Custom Education, Pearson Learning Solutions; ©2011

ISBN 10: 1-256-01304-2 ISBN 13: 978-1-256-01304-4

1. *Resource Management for the 21st Century Executive Leaders*, (Vol. 2) by V. Brimley, Jr. and R. R. Garfield, Pearson Custom Education, Pearson Learning Solutions; ©2011

ISBN 10: 1-256-01307-2 ISBN 13: 978-1-256-01307-5

1. Ball, J.D., Eury, A. D., King, J. C. (2011). Rethink, rebuild, rebound: A framework for shared responsibility and accountability in Education (1st ed.) Boston: Pearson Learning Solutions

**VI. REQUIRED ASSIGNMENTS**:

**Artifact 3: PART C. Resource Identification:**

The candidate should identify both fiscal and human resources necessary to complete the SIP. This includes funding necessary to accomplish the short-term and long-term objectives identified to establish the SIP, as well as resources to sustain the SIP. Resource identification would also require that the candidate identify the human capital within the school and community for expertise and talent that would facilitate a successful development and implementation of the SIP.

**Artifact 3: PART D. Marketing Plan:**

The candidate will develop a marketing plan based on the needs assessment results, the organizational analyses results, and the resource identification. The plan should include a statement of the purpose of the marketing plan, strengths of the current school program and how it can enhance the image of the school within the community, opportunities for input from the community related to the decision-making process, opportunities for involvement by the community in school activities such as concerts, theater events, athletic contest, academic challenge events, and other social gatherings that would bring the public into the school environment. The plan should include an implementation plan that makes use of a variety of media from the traditional printed form to the more elaborate electronic form. Finally, the Marketing Plan should include a timeline for implementation and a feedback component for evaluation and reflection.

**Artifact 3: PART E. Process Journal:**

The candidate should keep a detailed journal of the activities, decision points, conflicts, resolutions, successes, and failures of the process during the development of the SIP. At the end of the journal, a reflective summary of the process should be included. Within the reflection, the candidate should elaborate on the lessons learned and successes and opportunities for improvement in leadership skills experience throughout the process.

**Artifact 4: PART A. Contextual Analysis –** Each candidate will complete a contextual analysis. The first part of the analysis requires a detailed analysis of the school and its context, both internally and externally. In this analysis, organizational structures, management routines, and operations are included in the analysis. Included in the analysis will be to determine the degree of involvement and participation school personnel have in making budget recommendations and decisions as well as a determination of the degree of inclusion of the School Improvement Team input in budget and resource decisions.

**Artifact 4: PART B. Instructional Capacity Building –** Each candidate, in cooperation with his/her principal, will assume responsibility for leading activities that address the instructional capacity of a number of teachers at the discretion of the building administrator. The plan for formative assessment of the designated staff members will be subject to administrative approval.

**Artifact 4: PART C. Assessing Services for Special Populations –** Through collaborative efforts with exceptional learner’s staff, candidates will examine the school’s ability to address the educational and socio-emotional needs of children in special population categories. It is the intent of this activity to determine if the school is providing legally compliant and ethically sound services to all children as well as identify mandates and initiatives at all levels, along with their purpose and compliance guidelines.

**Artifact 4: PART D. Building a Schedule** – With agreement from the building administrator, the candidate will assume responsibility for constructing a schedule to meet a defined set of necessary circumstances and/or conditions in the school. Through this process, the candidate will assess the strengths and weaknesses of the school’s scheduling procedures as an organizing tool for meeting key school improvement outcomes. The schedule should demonstrate the necessary accommodations for individual and group needs.

The Evidence is a document that analyzes the status of the school’s organization and management procedures and then makes recommendations for improvement to the building administrator. The project will take the form of a narrative report that will address sound management principles. This Assessment is to be presented to the school’s administrative team. The candidate is to advocate for whatever implementation the school’s administration regards as feasible. Contingent to the approval of the administration, the candidate will facilitate implementation of the recommended changes indentified in the analysis. The candidate will be instructed to lead identified teams such as School Improvement Team, School Leadership Team, or Professional Learning Community Cadre in the implementation of the recommended changes. Assessment of the candidate will be the ability to lead the implementation processes with regard to identified needs and enhancements. The narrative report and possible levels of implementation will demonstrate:

* Knowledge of legal requirements for planning of instructional time
* Knowledge of best scheduling practices
* Knowledge of best practices in mentoring and coaching teachers
* Knowledge of the North Carolina Teacher Evaluation System
* Knowledge of the value of teacher leadership
* Knowledge of how to recruit potential teacher leaders
* Knowledge of the functions of a school improvement team
* Knowledge of communications media and formats
* Knowledge of sources of federal, state, and district policies intended for school improvement goals
* Knowledge of the North Carolina’s accountability systems

**VIII. STANDARDS**

This course supports *Standards for Advanced Programs in Educational Leadership* for principals, superintendents, curriculum directors, and supervisors; National Policy Board for Educational Administration, (January 2002), and the *North Carolina Standards for Executive School Leaders*, 2011.

**IX. CLASS POLICIES**

**Course Expectations:**

* All readings must be completed prior to class sessions or Discussion Board postings.
* Postings must reflect an understanding, appreciation, and integration of readings and topics.
* In all postings and interactive communication students should demonstrate their interpersonal skills in an ethical and professional manner.
* All student postings should show sensitivity to diversity and diverse viewpoints.
* All assignments and posting must be completed by the designated due date.
* All posting must be completed by the date designated by the instructor and/or course materials
* Students must gain permission from their instructor before submitting an assignment late
* All assignments must be posted electronically to the assignment area as noted by the assignment or by the instructor.
* Failure to post assignments by the due date and/or failure to submit responses to class assignments will result negatively on your final grade.

**Blackboard Participation:**

Students are expected to log on to the Discussion Board to check the website for instructions regarding course requirements, to submit possible postings, and respond to instructions. Blackboard mail should be checked several times a week.

**Attendance:**

Class members are expected to attend all class sessions. In addition to attendance, they are to be prepared and to participate in all class activities and assignments. Unavoidable absences must be cleared with the instructor prior to the class meeting. The student is responsible for any work missed and for making arrangements with a fellow student to secure any materials distributed in the class session missed. Assignments submitted late will be subject to possible grade reduction.

**Academic Integrity:**

Students have the responsibility to read, know and observe the requirements of the *Code of Student Conduct* of Gardner-Webb University. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty.

**Special Accommodations:**

Gardner-Webb University committed to providing an appropriate learning environment for all students. If any student requires special accommodations or assistance, please notify your instructor or the NOEL Program immediately.

**GRADING CRITERIA**

***Grading Scale:***

**A 95-100 = Exemplary Work; unique & surpasses expectation**

**A- 90-94 = Excellent Work; above expectation**

**B+ 87-89 = Very Good Work; meets expectations, above the norm**

**B 83-86 = Good Solid Work; meets the norm**

**B- 80-82 = Good Work; minimally meets expectations**

**C 75-79 = Passing, but below normal graduate level work**

**F Below 75 = Failing; unacceptable work**

***The final grades for this course are based on the following grading system*:**

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| Weekly Assignments & Class Participation 50% |
| Mid-Term Exam 10% |
| Group Research Project 15% |
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| Final Exam 15% |
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# XI. LIST OF SUGGESTED RESOURCES

1. Joyce, Robert P., *The Law of Employment in North Carolina’s Public Schools,*

Institute of Government, University of North Carolina at Chapel Hill, ©2000,

ISBN 1-56011-303-0

1. Essex, Nathan L., *School Law and the Public Schools,* 7th ed.

Boston: Pearson – Allyn & Bacon. ISBN-10: 0-205-49495-1

1. Alexander, Kern, and Alexander, M. David, *The Law of Schools, Students and Teachers, 5th Ed.,*

West Publishing Co., St. Paul, MN, © 2003 ISBN- 0-314-14461-7

1. Fisher, L., Schimmel, D., and Stellman, L. R., *Teachers and the Law,* 7th Edition.

Boston: Pearson – Allyn & Bacon. ISBN 0-205-49495-1

1. Alexander, K. and Alexander, M.D. (Eds), *American Public School Law* (7th ed.).

Belmont, CA: Wadsworth. © 2009

1. Internet Sources: (Sample)

Find Law [www.findlaw.com](file:///C:\Users\Local%20Settings\Documents%20and%20Settings\bgoodman.WEBBNET\Local%20Settings\Local%20Settings\Temporary%20Internet%20Files\Content.Outlook\8GU39QYV\www.findlaw.com)

Duke University Law School [www.law.duke.edu](file:///C:\Users\Local%20Settings\Documents%20and%20Settings\bgoodman.WEBBNET\Local%20Settings\Local%20Settings\Temporary%20Internet%20Files\Content.Outlook\8GU39QYV\www.law.duke.edu)

Cornell University [www.law.cornell.edu](file:///C:\Users\Local%20Settings\Documents%20and%20Settings\bgoodman.WEBBNET\Local%20Settings\Local%20Settings\Temporary%20Internet%20Files\Content.Outlook\8GU39QYV\www.law.cornell.edu)

University of North Carolina Law School [www.law.unc.edu](http://www.law.unc.edu)

United States Department of Education [www.ed.gov](http://www.ed.gov)

State Education Agencies [www.ed.gov/Programs/bastmp/SEA.htm](http://www.ed.gov/Programs/bastmp/SEA.htm)

National School Network Resources [www.bbn.com](http://www.bbn.com)

Yahoo’s Education Web Links [www.education.yahoo.com](http://www.education.yahoo.com)

North Carolina Public Schools [www.dpi.state.nc.us](http://www.dpi.state.nc.us)

NC Public Schools Finance/Budgeting [www.ncpublicschools.org/fbs/present.htm](http://www.ncpublicschools.org/fbs/present.htm)

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| **Week** | **Topics** |  | **Class Activities and**  **Assignments for Next Session** |
| 1 | 1. Course Overview, Schedule and Orientation  2. Historical, Legal Framework for American Education  3. Economics of Education  4. Research Assignments |  | Assigned Readings: Texts: Vol. 1, Chs. 1 & 15  Vol. 2, Ch. 1  Assignments: Government and Court System Documents  Vol. 2, Ch. 1 - Page 23, #1 & #4 |
| 2 | 1. Historical and Legal Framework (continued)  2. Economics of Education (continued)  3. Writing a Brief  4. Review of NC Education Code |  | Assignments: Texts: Vol. 1, Chs. 26 & 27   1. Research three (3) major cases that have had major effect on American education. Develop a short written brief on each and be prepared to present your finding in class. 2. Secure a copy of your school budget and determine the percentages of the total expenditures assigned to major components of the budget. |
| 3 | 1. Major Court Decisions Affecting Education  2. School & District Budgets |  | Assigned Readings: Texts: Vol. 1, Ch. 3 & 17  Vol. 2, Ch. 2-3  Assignments: Vol. 1, Ch. 3 - Page 67, #3 & #5  Vol. 2, Ch. 2 - Page 50, #1 and Ch. 3 - Page 84, #1 |
| 4 | 1. Religion & Education  a. 10th Amendment  b. Wall of Separation  c. Historical Context Analysis (Video)  2. Funding Education Adequately and Equitably |  | Assigned Readings: Texts: Vol. 1, Chs. 4 & 18  Vol. 2, Ch. 4  Assignments: Vol. 1, Ch. 4 - Page 94, #2 & #5  Vol. 2, Ch. 4 - Page 115, #1 |
| 5 | 1. School Liability  a. Due Process  b. School Policy Manuals  2. School Finance Systems  a. Budget Process and Analysis |  | Assigned Readings: Texts: Vol. 1, Ch. 2 & 5  Vol. 2, Ch. 5  Assignments: Vol. 1, Ch. 5 - Page 116, #2  Vol. 2, Ch. 5 - Page 146, #1 |
| 6 | 1. School Liability (continued)  a. Speech/Press/Clubs/Appearance/ Protests  2. School Revenue Sources  a. Budget Design and Development |  | Assigned Readings: Texts: Vol. 1, Ch. 10 and Ch. 24  Vol. 2, Ch. 6  Assignments: Vol. 1, Ch. 10 - Page 254, #1  Vol. 2, Ch. 6 - Page 171, #1 |
| 7 | 1. Teacher Freedoms  2. The Diminishing Local Control of Schools  3. Update Reports on Trial Preparation  4. Group Research Presentations |  | Assigned Readings: Texts: Vol. 1, Chs. 9 & 25  Vol. 2, Ch. 7  Assignments: Vol. 1, Ch. 9 - Page 231, #3  Vol. 2, Ch. 7 - Page 199, #2  Prepare for Mid-term Exam |
| 8 | MID-TERM EXAM  1. Teacher Employment, Tenure & Dismissal  2. Education Finance – A State Function |  | Assigned Readings: Texts: Vol. 1, Chs. 11, 12 & 23  Vol. 2, Ch. 8  Assignments: Vol. 1, Ch. 11 - Page 231, #3  Vol. 1, Ch. 12 - Page 310, #2  Vol. 2, Ch. 8 - Page 218, #5 |
| 9 | 1. Teacher Employment Discrimination  2. Federal Financial Role in Education |  | Assigned Readings: Texts: Vol. 1, Ch. 19 and Review Ch. 2  Vol. 2, Ch. 9  Assignments: Vol. 1, Ch. 2 - Page 38, #1  Vol. 2, Ch. 9 - Page 242, #3 |
| 10 | 1. Tort Liability, Safety and Students  2. The Courts Influence on School Finance |  | Assigned Readings: Texts: Vol. 1, Ch. 6 & 20  Vol. 2, Ch. 10  Assignments: Vol. 1, Ch. 6 - Page 142, #2  Vol. 2, Ch. 10 - Page 263, #3 |
| 11 | 1. Discrimination and Students  2. Public Funds and Non-Public Schools  a. Charter, Private & Parochial School Financing |  | Assigned Readings: Texts: Vol. 1, Chs. 7 & 21  Vol. 2, Ch. 11  Assignments: Vol. 1, Ch. 7 - Page 167, #1  Vol. 2, Ch. 11 - Page 288, #6 |
| 12 | 1. Rights of the Disabled Student  2. Financing School Facilities |  | Assigned Readings: Texts: Vol. 1, Ch. 8  Vol. 2, Chs. 13 & 15  Assignments: Vol. 1, Ch. 8-Page 201, #2  Vol. 2, Ch. 13-Page 334, #1 and Ch. 15-Page 380, #2 |
| 13 | 1. Student Discipline  2. Maintaining Fiduciary Integrity & The Largest Budget  Item - Human Resources! |  | Assignments: |
| 14 |  |  | Assignments: |
| 15 | Artifacts III and IV |  |  |
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***This schedule is subject to revision as deemed necessary by the instructor.***

***It is strictly a general guide to the study of course material.***